



2008 - 2009 School Year Report

Message from the Ombudsman

As Interim Ombudsman for Public Education, I am pleased to submit the Ombudsman's End of Year report for the 2008-2009 School Year. This is the 2nd End of Year report submitted by the Ombudsman for Public Education to the Deputy Mayor for Education and Chairman of the D.C. Council. Last year's report highlighted the work of the Ombudsman from the opening of operation in December 2007 to June 2008, and is available online at <http://ombudsman.dc.gov>. This year's report covers the first full academic year of operation for the office. In the 2008-2009 school year, the Ombudsman received 703 individual concerns and complaints, working with education officials to ensure the complaints were received and handled as best as possible. Our overall mission, and our goal in dealing with each and every issue, was to ensure the fair and equitable treatment of all parties to the District's public education system. To do our work, Ombudsman representatives relied on District policies, independent judgment and analysis, and the belief that open, communicative dialogue, an adherence to policies, and an open mindset from all parties can resolve many issues that lead to breakdowns in relationships between schools and stakeholders.

The 2008-2009 report also comes with a touch of disappointment. As a result of the economic pressures facing our city, funding for the Office of the Ombudsman was eliminated for Fiscal Year 2010. Therefore, the last day of operation for the Office of the Ombudsman will be September 30, 2009. While the loss of Office of the Ombudsman as a resource to the public is disappointing, District residents still have variety of avenues available to them to either resolve concerns or register complaints. A further discussion of these is included later in this report.

Personally, it has been a privilege to interact with the hundreds of students, parents, employees, school and government officials, and community members regarding all aspects of public education. My staff and I have tried to listen, understand the important contributions of all stakeholders, and rely on open dialogue and a shared goal of contributing to an effective, fair, and equitable school system.

My best wishes to all for a successful, learning-filled 2009-2010 school year.

Jeff Ross
Interim Ombudsman

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Introduction and Mission

Established in 2007, the Office of the Ombudsman was created as an independent, impartial office for District residents to bring education-related complaints and concerns. The mandate of the office is to:

- 1) Provide outreach to residents and parents communicating the role of the Ombudsman in D.C. public education, and encourage communication regarding all levels of public education;
- 2) Receive complaints and concerns of parents, students, school employees, and other District residents concerning public education; determine the validity of the complaint; and work to facilitate resolution by conference, referral, informal mediation, or other appropriate method;
- 3) Track the nature and resolution of complaints brought to the Ombudsman, identifying systemic trends, problem areas, and recommendations for school system improvement in monthly and yearly reports submitted to the Deputy Mayor for Public Education and Council.¹

Since opening in December 2007, the Ombudsman's office has responded to over 1,100 complaints, concerns, and information inquiries from residents involving the District of Columbia Public Schools, District public charter schools, and the University of the District of Columbia. The issues received have run the gamut of education-related concerns, from parent complaints regarding enrollment procedures, discipline situations, or student safety to complaints from employees who have been terminated, are owed compensation or benefits, or have concerns with their supervisor.

When there was an issue to resolve, our staff worked to fully understand the issue, guide the complainant in the most effective path to bringing the complaint to the appropriate school officials, and ensure follow up from the schools. When the complainant disagreed with a policy or action by the school system, we researched policies, analyzed situations, and made recommendations based on our independent, impartial judgment. Finally, when repeated concerns arose, we worked to not only to help the specific individual, but to analyze the nature of the complaint. We considered whether the complaint was a result of a miscommunication or lack of communication; whether it was justified; whether it was the product of an unfair or unclear policy. We attempted to zoom in on functioning procedures and, more specifically, non-functioning ones. This report will highlight and analyze the issues received, problems found with recommendations for improvement, and examples of best practices already in place.

¹ D.C. Official Code § 38-353.

2008-2009 issues

The Ombudsman received a total of 703 public education-related concerns and complaints from residents during the 2008-2009 school year.² Of the 703 total issues received, 697 have been closed by mutual satisfactory resolution, client unsatisfactory resolution, mediation, referral, or other method. These issues have been closed in an average of 17 days. Six issues received in the 2008-2009 school year remain open pending resolution, and have been open an average of 180 days, or roughly six months.³ Further discussion of the cases remaining open will take place in the Issue Type Analysis section of the report. 62% of all issues were closed within fifteen calendar days.⁴ (Figure 1)

Of the issues received by the Ombudsman in the 2008-2009 school year, approximately 77% of the concerns and complaints involved DC Public Schools (DCPS), while 16% involved DC public charter schools, 3% involved the University of the District of Columbia (UDC), and 4% were categorized as other.⁵ (Figure 2)

With 539 DCPS issues compared to 111 charter school issues, concerns, complaints, and inquiries related to DCPS outpaced those from charter school nearly five-fold. This is similar to the proportion of Ombudsman issues received in the 2007-2008 school year, when DCPS issues were 4.5 times more frequent as charter school issues. There are several factors which likely play some part in the explanation of the higher percentage of DCPS issues:

- 1) With 45,190 enrolled students in 2008-2009, DCPS had slightly less than twice as many students as public charter schools, which had 25,729 enrolled students.
- 2) There may be better awareness of the Office of the Ombudsman among DCPS parents than charter school parents, due to the Office of the Ombudsman being located in the same building as the DCPS central office and referenced on the DCPS website.
- 3) Parents from charter schools may be less apt or less willing to raise complaints because they have chosen the charter school for their student's attendance. Overall, parents may be more satisfied at charter schools in part because of this choice.
- 4) DCPS stakeholders may be more used to "climbing the ladder" when they have issues because of the clear organizational leadership chain leading up to the schools Chancellor. In contrast, the charter school leadership chain is not as simple, as charter schools are in many ways autonomous entities. This may lead to a smaller likelihood that parents attempt to go outside the charter school leadership to resolve the situation.

The higher frequency of DCPS issues is a trend that held consistent from the past school year. While DCPS issues outnumbered charter school issues in every major category, the trend is much more pronounced in some issue types than others. Examining the relative frequency of certain types of issues will allow for better insight into the type of issues that may be relatively more prevalent at charter schools than DCPS schools or vice versa. The Issue Type Analysis section of this report will further examine the relative frequency of issue types among DCPS and charter schools. (Figure 3)

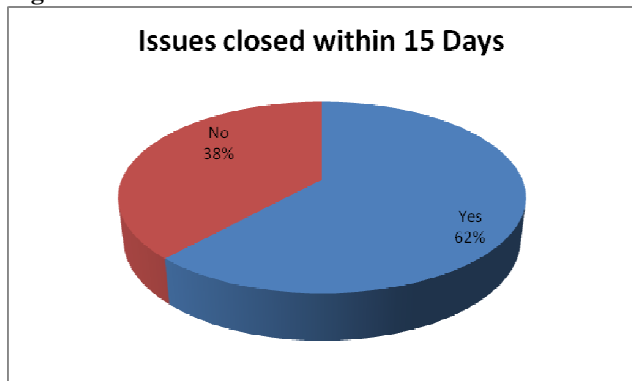
² DCMR § 5-305.1 states, "[t]he school year shall commence on July 1st of each calendar year and shall end on June 30th in the following calendar year."

³ Days open calculated as of September 1, 2009.

⁴ Throughout this report, one metric for analysis will be the 'Average days to close' an issue. It should be noted that while 'Average days to close' is one of the Ombudsman's metrics, several logistical issues make the figure more useful as a relative figure to compare closure rates among different issue types than as an exact calculation. Looking at the relative figures is an important part of identifying which issues take lengthy resolutions and may need additional scrutiny or policy focus.

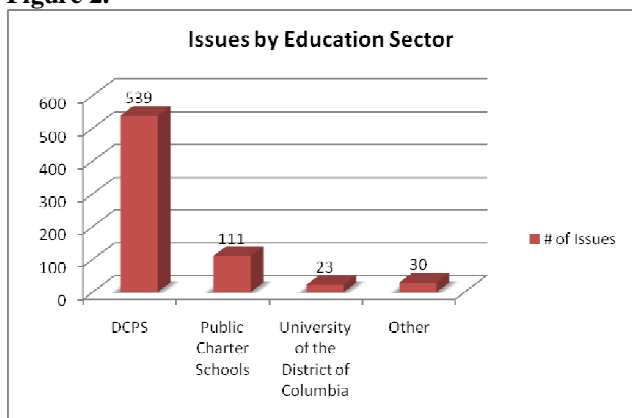
⁵ Issues categorized as 'Other' for Education Sector were issues that generally involved a different educational entity in the District, such as the Office of the State Superintendent for Education, the Office of the Deputy Mayor for Education, or the State Board of Education.

Figure 1.



Issue closed within 15 calendar days	Frequency	Percent	Average days to close
Yes	434	61.7%	5
No	269	38.3%	37
Grand Total	703	100.0%	17

Figure 2.



Education Sector	Frequency	Percent	Average days to close
DCPS	539	76.7%	17
Public Charter Schools	111	15.8%	18
University of the District of Columbia	23	3.3%	19
Other	30	4.3%	10
Grand Total	703	100.0%	17

Figure 3.

Issue Type	DCPS		PCS		UDC		Other		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Facility/Building Maintenance	19	4%	5	5%	1	4%		0%	25	4%
Grade/Transcript	31	6%	6	5%	5	22%	1	3%	43	6%
Medical	9	2%	2	2%		0%		0%	11	2%
Registration/Enrollment/ Transfer	91	17%	11	10%	5	22%	1	3%	108	15%
Safety (Student)	86	16%	14	13%	1	4%		0%	101	14%
Special Education	33	6%	12	11%		0%	2	7%	47	7%
Administrative (Student)	56	10%	18	16%	9	39%	4	13%	87	12%
Communication (Student)	57	11%	11	10%		0%		0%	68	10%
Other (Student)	18	3%	8	7%		0%	16	53%	42	6%
Suspension/Expulsion	45	8%	17	15%		0%		0%	62	9%
Truancy	4	1%	1	1%		0%	2	7%	7	1%
Pay/Benefits (Personnel)	39	7%	2	2%	2	9%		0%	43	6%
Administrative (Personnel)	13	2%	2	2%		0%	1	3%	16	2%
Communication (Personnel)	11	2%		0%		0%		0%	11	2%
Other (Personnel)	11	2%		0%		0%	2	7%	13	2%
Termination (Personnel)	16	3%	2	2%		0%	1	3%	19	3%
Grand Total	539	100%	111	100%	23	100%	30	100%	703	100%

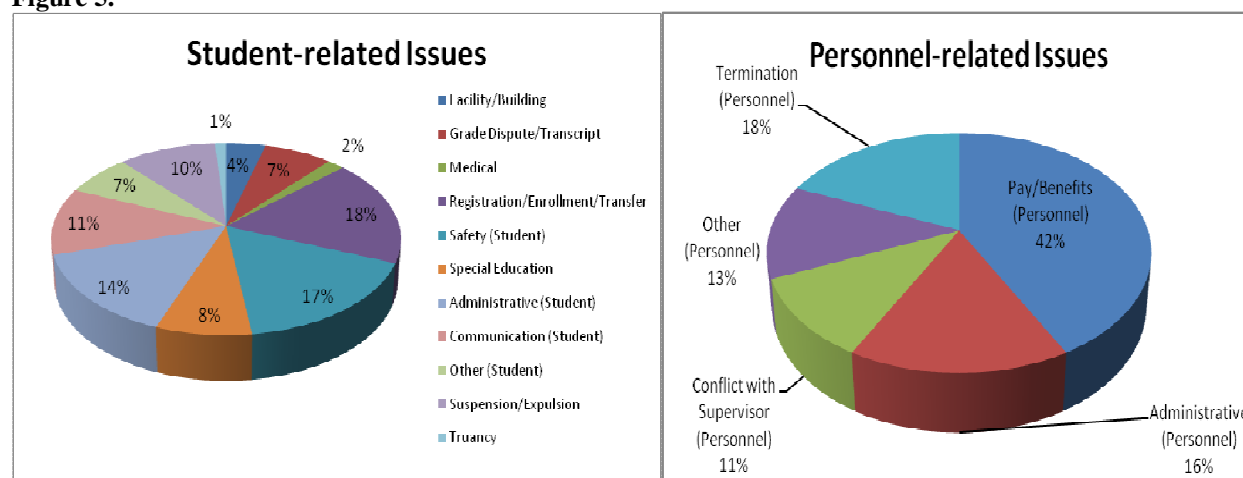
Approximately 85% of issues received by the Ombudsman were student-related. Of those, the most common issue types were *Registration/Enrollment/Transfer*, *Safety (Student)*, and *Administrative (Student)*.

The remaining 15% of all issues received by the Ombudsman were matters relating specifically to personnel. In most cases, these were issues brought to the Ombudsman by a school employee. *Pay/Benefits (Personnel)* was the most common issue type of personnel-related matters. Further breakdown of all cases by issue type is listed in the figures below. (Figures 4, 5)

Figure 4.

Issue Category	Issue Type	Frequency	Percent	Average days to close
Student-related issues 85%	Facility/Building	25	3.6%	13
	Grade/Transcript	43	6.1%	17
	Medical	11	1.6%	25
	Registration/Enrollment/Transfer	108	15.4%	11
	Safety (Student)	101	14.4%	22
	Special Education	47	6.7%	18
	Administrative (Student)	87	12.4%	14
	Communication (Student)	68	9.7%	19
	Other (Student)	42	6.0%	12
	Suspension/Expulsion	62	8.8%	14
	Truancy	7	1.0%	23
	Grand Total	703	100.0%	17
Personnel-related issues 15%	Pay/Benefits (Personnel)	43	6.1%	29
	Administrative (Personnel)	16	2.3%	16
	Conflict with Supervisor (Personnel)	11	1.6%	34
	Other (Personnel)	13	1.8%	10
	Termination (Personnel)	19	2.7%	22

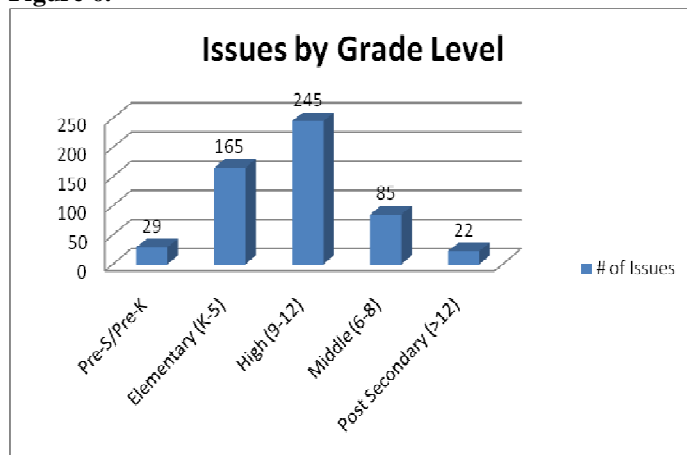
Figure 5.



For issues in which the grade level of the student or school was applicable, roughly 45% of issues stemmed from the high-school level. Elementary school issues, defined as Kindergarten through fifth grade for these purposes, accounted for 30% of issues. Middle school level issues, defined as grades six through eight, accounted for 16%. Pre-school and pre-kindergarten issues accounted for 5%, while Post Secondary issues accounted for the remaining 4%.⁶ (Figure 6)

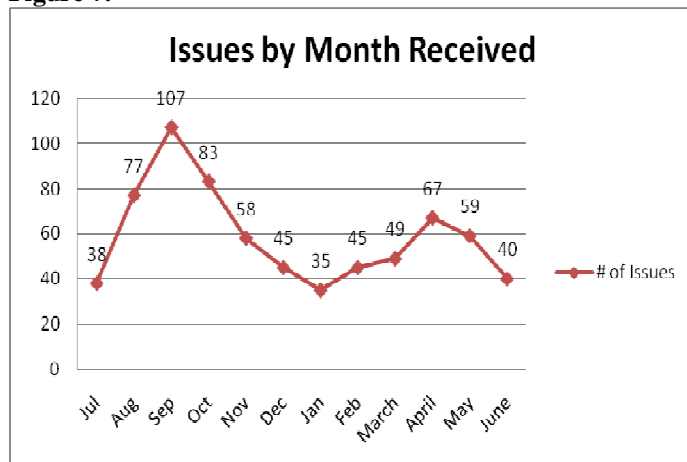
There was a clear increase in the volume of issues received during the opening months of the 2008-2009 school year. Issue volume dropped in the months surrounding the Winter Break period, and then steadily increased towards the end of the school year.⁷ (Figure 7)

Figure 6.



Grade Level ⁸	Frequency	Percent	Average days to close
Pre-S/Pre-K	29	5.3%	15
Elementary (K-5)	165	30.2%	15
High (9-12)	245	44.9%	16
Middle (6-8)	85	15.6%	17
Post Secondary (>12)	22	4.0%	12
Grand Total	546	100.0%	16

Figure 7.



Month Received	Frequency	Percent	Average days to close
July 2008	38	5.4%	42
August 2008	77	11.0%	20
September 2008	107	15.2%	11
October 2008	83	11.8%	22
November 2008	58	8.3%	18
December 2008	45	6.4%	15
January 2009	35	5.0%	13
February 2009	45	6.4%	14
March 2009	49	7.0%	15
April 2009	67	9.5%	17
May 2009	59	8.4%	10
June 2009	40	5.7%	15
Grand Total	703	100.0%	17

⁶ Grade Level of issue was determined by selecting specific grade level involved in the issue. In cases where the school contains grade levels associated with multiple categories (e.g. K-8 schools), the most appropriate grade level was selected based on the individual issue. For example, if an issue involved a 7th grader in a K-8 school, the "Middle School" category was selected.

⁷ In some cases, the listed number of issues received by month in the annual report varies somewhat from the figures in previously submitted monthly reports. In most cases the difference is relatively small and is a result of a minor change in the way issues were calculated. The months of May and June have the largest difference in reported cases compared to the monthly reports because of the multiple complaints received regarding the Banneker grading scale. For the monthly report, each complaint was treated as a new issue. This was changed in the annual report to better reflect the issues received.

⁸ Grade Level was only tracked in cases where it made sense to track the grade level associated with the concern. Examples of issues in which the grade level was not applicable were many types of personnel issues as well as issues concerning a district-wide policy or issue.

Issue Type Analysis

While issues received by the Ombudsman in 2008-2009 encompassed a broad range of categories, eight issue types accounted for approximately 80% of all issues received. These issue types are:

Registration/Enrollment/Transfer, Safety (Student), Administrative (Student), Communication (Student), Suspension/Expulsion, Special Education, Grade/Transcript, and Pay/Benefits (Personnel). This section will examine each of these by examining data trends and common issues received within each issue type, including the school system's ability to effectively respond to or resolve the issues.⁹

Registration/Enrollment/Transfer

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Registration/Enrollment/Transfer	108	15.4%	11

Registration/Enrollment/Transfer issues were defined as issues in which there was a complaint, dispute, or inquiry involving a student's registration, enrollment, or transfer into another school. There were 108 *Registration/Enrollment/Transfer* issues received by the Ombudsman, accounting for 15.4% of all issues received. *Registration/Enrollment/Transfer* issues were closed in an average of 11 days.

Data Trends:

1) **Majority of *Registration/Enrollment/Transfer* issues at high school level (55%)**

Of the 108 *Registration/Enrollment/Transfer* issues, 55% involved students at the high school level, well over the 45% of overall issues stemming from the high school level. The high frequency of high school issues involving registration, enrollment, or transfers most likely reflects, among other things, an increase in school transience as students move to higher grade levels, where operational logistics such as schedules, grades, and graduation requirements are of more importance. It may also suggest that these increased operational logistics create problems for students who need or wish to move between schools to continue on track towards graduation.

2) ***Registration/Enrollment/Transfer* issues higher proportionally at DCPS than charter schools (17% to 10%)**

Registration/Enrollment/Transfer issues were much more common coming from DCPS schools than from charter schools. Beyond the general trend of DCPS producing significantly more issues to the Ombudsman overall, this trend was particularly true for *Registration/Enrollment/Transfer* issues. In fact, the 91 DCPS *Registration/Enrollment/Transfer* issues represented 17% of all DCPS issues that were brought to the Ombudsman; while the 14 charter school *Registration/Enrollment/Transfer* issues represented only 10% of all charter school issues.

3) ***Registration/Enrollment/Transfer* issues generally resolved quickly (11 days)**

On average, *Registration/Enrollment/Transfer* issues were resolved in 11 days, the quickest average of any of the eight major issue types. This is due in part to the relatively straightforward manner of most *Registration/Enrollment/Transfer* issues. Unlike the complex bureaucratic nature of personnel pay issues, and unlike the difficulty in reaching mutual understanding in issues of interpersonal conflict, *Registration/Enrollment/Transfer* issues generally arose from a student not being able to attend a school of choice or of right. In most cases, the details of a situation were not in dispute. Regardless, schools generally did a good job of researching and responding in

⁹ Oftentimes, issues brought to the Ombudsman involved multiple issue types. For purposes of tracking, the Ombudsman assigned each issue only one issue type, determining the most appropriate category for the issue based on the concern brought by the complainant.

Registration/Enrollment/Transfer issues quickly, whether or not the resolution was to the satisfaction of the parent and student.

4) High proportion of *Registration/Enrollment/Transfer* issues at beginning of year

The majority of *Registration/Enrollment/Transfer* issues received by the Ombudsman were brought in the first months of the school year. In the months of July, August, and September, the Ombudsman received slightly over 50% of the year's total of *Registration/Enrollment/Transfer* issues. This is to be expected, as the beginning of school is the time students enroll and register for the school year. If anything, it was somewhat surprising that nearly 50% of all *Registration/Enrollment/Transfer* issues were brought after September, demonstrating that the issue does exist year round.

Most common *Registration/Enrollment/Transfer* issues received:

1) Logistical enrollment issue which kept student from registering at a school

The most common *Registration/Enrollment/Transfer* issue received was from parents who had faced some sort of logistical issue in enrolling their students at a school. Logistical issues took many forms. One student transferring from a charter high school to a public school was denied entrance at the neighborhood school because the student did not have an up-to-date IEP, a violation of DCPS policy. (The items required for enrollment in a student's neighborhood school are a birth certificate, residency verification, and proof of immunization.) Central office officials had to be alerted to instruct the school staff to accept the student. In another issue, a student arriving from a Latin American country who had been in 7th grade was denied entrance at the neighborhood middle school because the school said the student should be in high school. When the Ombudsman staff followed up, the school assistant principal recommended that the student contact the Office of Bilingual Education to establish a grade equivalency. However, the staff member who had dealt with the situation earlier had sent the student away from the school.

In other issues, communication gaps caused brief delays in a student's enrollment because of either enrollment paperwork issues or miscommunications about the availability of space at certain schools, particularly at the Pre-K level. These issues were generally resolved quickly, upon identification.

Three students faced difficulty attending DCPS schools because of age-related reasons. DCPS is only required to accept students through the school year in which they turn 18, but school officials strongly encourage high school principals to accept students who have turned 18 but can graduate within the next school year. For other students 18 and older who are more than a year from graduating, comprehensive schools can refer students to the DCPS Placement Office, which has specialists knowledgeable of the available alternative school options to meet with over-age, under-credited students to identify a successful placement. This office is a highly important resource and has been very effective, but knowledge of the office among high school staff appears limited.

Three students were 9th grade students whose neighborhood school was Eastern SHS which, because of school restructuring, was not receiving 9th grade students this school year. Over the summer DCPS officials had attempted to contact every prospective Eastern 9th grader to alert them they would need to attend a different comprehensive high school and provide placement opportunities. The three families that contacted the Ombudsman had not received the message, and had limited options now that the school year was underway. DCPS was able to facilitate the enrollment of one student in a DCPS school; the other two ultimately attended school in Maryland.

2) Transfer requests

Several issues came from parents, particularly parents of students at underperforming DCPS comprehensive high schools, who wished to transfer their student to another school. When asked why they wished to have students transfer, parents often cited safety issues and poor academic instruction. Transfer requests were generally brought to the Instructional Superintendent's office for Cluster 5, which was then left in the difficult position of identifying which schools had adequate capacity, which transfer requests were most necessary given limited slots, and which transfers would truly serve in the student's best interest. In most cases, the only schools that were provided as options for a transfer were schools that had consistently low academic performance.

Safety (Student)

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Safety (Student)	101	14.4%	22

Safety (Student) issues were defined as issues in which there was a complaint, dispute, or inquiry involving a concern for the physical or emotional well-being of a student. There were 101 *Safety (Student)* issues received by the Ombudsman, accounting for 14.4% of all issues. *Safety (Student)* issues were closed in an average of 22 days.

Data Trends:

1) **Safety (Student) issues spread out by grade level**

By grade level, issues in the *Safety (Student)* type closely mirrored the distribution of overall issues received. This suggests that concerns involving the safety of students in public schools is not grade level specific. This trend does not speak to the level of safety in schools, or to the seriousness of concerns in specific grade levels (e.g., a safety concern from an elementary school parent versus a safety concern involving a high school parent); rather, it only suggests that the issue of student safety is not specific to a certain grade level.

2) **Safety (Student) issues more common at DCPS than charter schools (16% to 13%)**

Of the 101 total *Safety (Student)* issues received by the Ombudsman in the 2008-2009 school year, 86 of the concerns and complaints involved DCPS schools, while 14 involved public charter schools. (The remaining student safety complaint involved the University of the District of Columbia.) Percentagewise, the 86 issues represented roughly 16% of the total DCPS issue received, while the 14 charter school issues represented roughly 13% of the total charter school issues.

3) **Relatively long average time to close (22 days)**

Safety (Student) issues took an average of 22 days to resolve, and only 51% of *Safety (Student)* issues were resolved within 15 days. By both measures, *Safety (Student)* issues had the 2nd slowest closure rates of the eight major issues types. This is likely due in part to cases which were referred to DCPS Office of Security for an investigation, which is often a lengthy process.

Most common *Safety (Student)* issues received:

1) **Incidents of student on student bullying, fighting, or other physical or emotional confrontations**

About half of the 101 *Safety (Student)* issues brought to the Ombudsman stemmed from specific incidents of student on student bullying, fighting, or other physical or verbal confrontations. The most common complaints were repeated bullying of a student (generally at the elementary school level) or specific fights.

2) **Allegations of adult on student physical or emotional confrontations**

There were 17 *Safety (Student)* issues received by the Ombudsman that involved allegations of safety concerns stemming from adult behavior towards students in schools, almost exclusively from school staff. (In two instances the complaint involved another child's parent.) Alleged staff confrontations included several reports of student harassment by teachers, teachers' profanity or racially charged language toward students, two allegations of staff hitting students on the hand or with a ruler,

unnecessary force used by an administrator when restraining a student, and several corporal punishment allegations.

When parents brought such concerns, Ombudsman staff worked to ensure the parent had communicated such complaints directly with the school principal (they almost always had), and requested that a school incident report be filed if it had not already. Particularly in the allegations of physical force, Ombudsman staff would ensure the DCPS Security Office was contacted, and, if requested by the parent, an investigation was undertaken. Investigations were often long ordeals, and could take up to several months to be fully completed. Once finished, the parent could request a copy of the completed investigation report from the DCPS Office of the General Counsel.

3) Complaints of lack of supervision or lack of safety in school

The remaining *Safety (Student)* issues did not involve physical or emotional confrontations between persons, but rather a situation or situations in which the parent felt the school environment was not safe for his or her student. Examples included instances of extreme lack of supervision by school staff. In one example, a school staff member instructed a group of extremely young students to leave school property unsupervised. Other complaints came from a parent whose child had been allowed to be picked up by an unauthorized individual after school, or from parents who claimed that certain schools, most often at the secondary level, were “out of control.”

Administrative (Student)

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Administrative (Student)	87	12.4%	14

Administrative (Student) issues were defined as issues in which there was a complaint, dispute, or inquiry involving an administrative policy, decision, or action. This makes *Administrative (Student)* one of the most broadly defined issue types. There were 87 *Administrative (Student)* issues received by the Ombudsman, accounting for 12.4% of all issues. *Administrative (Student)* issues were closed in an average of 14 days.

Data Trends:

1) *Administrative (Student)* issues spread out by grade level

Similar to the *Safety (Student)* issue type, *Administrative (Student)* concerns were not observed to be more common in a particular grade level, but rather mirrored the distribution of overall issues by grade level. However, a larger percentage of *Administrative* concerns and complaints were not specific to any grade level at all; the majority of these issues were district-wide inquiries, complaints, and concerns. Additionally, there were a number of administrative complaints involving the University of the District of Columbia relating to Post-Secondary education.

2) Higher percentage of charter school issues (16%) than DCPS issues (10%)

In absolute terms, there were 56 *Administrative (Student)* issues involving DCPS compared to 18 involving public charter schools. However, *Administrative (Student)* issues actually accounted for a larger percentage of charter school issues (16%) than DCPS issues (10%).

Most common *Administrative (Student)* issues received:

1) Policy dispute/complaint

The majority of *Administrative (Student)* complaints received by the Ombudsman came from parents making complaints regarding a policy decision or a different type of complaint against the school administration. Examples of administrative complaints were parents who opposed uniform policies at a school, protests to a school-specific grade level requirement to take an ROTC course, complaints protesting tuition increases at the University of the District of Columbia, complaints protesting a proposed cut to charter schools' facility funding, and complaints regarding the administrative style or decision-making of school principals.

2) Lack of school personnel or resources

Ten parents contacted the Ombudsman with complaints of large class sizes or classes being taught by substitute teachers instead of full-time teachers. Most of these concerns came at the beginning of the school year. In most cases, classes were somewhat over the class size detailed in the Collective Bargaining Agreement, resulting from less than ideal numbers of student in a grade level. (For example, if there are 28 4th graders in an elementary school, a school must choose to either have a class of 28 students, fund an additional teacher to teach two classes of 14 students, or decide to create classrooms with multiple grade levels.) For the two complaints where students did not have full-time teachers, DCPS did place full-time staff members.

3) **Theft/misplacement of student property**

The Ombudsman received five complaints of lost or stolen student property from schools. Four students lost iPods, while one had a jacket taken from his locker. In most cases, particularly with electronic devices students are not supposed to have at school, the school is not responsible for student's personal property. However, in three of the complaints, school staff had confiscated the iPods from students, which were then either misplaced or mistakenly given out to the wrong student. Each of the three situations was handled differently, highlighting a need for a consistent policy to avoid such issues. One student was told to bring in a receipt for the iPod, and the school would pay for it. In another instance, the principal agreed to pay for the cost of the iPod. In the third instance, where the school had a procedure in place to take electronic items, put a nametag on it, and return it at the end of the day, school staff did not have any recollection of taking the item. The school refused to pay for the iPod.

Communication (Student)

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Communication (Student)	68	9.7%	19

Communication (Student) issues were defined as issues in which there was a complaint, dispute, or inquiry primarily arising from a lack of communication between the complainant and school employees. The goal in separately tracking *Communication (Student)* issues and *Administrative (Student)* issues was to separate the concerns with policy, school decisions, or actions apart from concerns stemming strictly from miscommunications, lack of response from schools employees, or rude or improper interactions. There were 68 *Communication (Student)* issues received by the Ombudsman, accounting for 9.7% of all issues. *Communication (Student)* issues were closed in an average of 19 days.

Data Trends:

1) *Communication (Student)* issues highly concentrated at elementary school grade level (49%)

A larger than expected percentage of the *Communication (Student)* issues stemmed from the elementary school level. Approximately 49% of the *Communication (Student)* issues involved the elementary school level, nearly twice as many issues as at the high school level and over five times as many as the middle school level.

Most common *Communication (Student)* issues received:

1) Responsiveness by school staff

The most common *Communication (Student)* complaint received related to the level of responsiveness by school staff. Parents contacted the Ombudsman after stating they had called schools multiple times without receiving a response, or felt they had not been notified about an incident involving their child in a timely fashion. Other parents were unhappy with the responsiveness of school principals or administrators who had not returned phone calls or in some cases failed to attend scheduled meetings.

2) Rudeness/altercation

Other frequent *Communication (Student)* issues from parents were complaints of rudeness or altercations with school staff members. Accounts from different sides often varied greatly in such complaints, with school staff regularly claiming that the parent in question was actually the instigator of the incident. Actual verbal or physical altercations led to the barring of parents from school premises in several instances. If the complaint was one of rudeness by a staff member, the Ombudsman would make the principal aware of the complaint.

Suspension/Expulsion

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Suspension/Expulsion	62	8.8%	14

Suspension/Expulsion issues were defined as issues in which there was a complaint, dispute, or inquiry stemming from a formal disciplinary action taken by a school against a student. There were 62 *Suspension/Expulsion* issues received by the Ombudsman, accounting for 8.8% of all issues. *Suspension/Expulsion* issues were closed in an average of 14 days.

Data Trends:

1) High percentage of *Suspension/Expulsion* issues at middle school level (40%)

One interesting finding was the disproportionately high percentage of *Suspension/Expulsion* issues at the middle school level. Overall, issues from middle schools accounted for less than 16% of total issues received, but *Suspension/Expulsion* issues from middle schools made up over 40% in the category, suggesting a high prevalence of *Suspension/Expulsion* issues at this grade level. At the middle school level, *Suspension/Expulsion* issues were most common, nearly twice as frequent as any other concern brought to the Ombudsman. Comparatively, *Suspension/Expulsion* issues were only the fifth most common issue at the high school level, and only sixth most common at the elementary school level. This suggests that *Suspension/Expulsion* issues are more common at the middle school level than at any other grade level. This trend was observed in both DCPS and charter schools.

2) High percentage of charter school *Suspension/Expulsion* issues (15% PCS to 8% DCPS)

Relative to other issues, *Suspension/Expulsion* issues were much more common in charter schools than in DCPS. In fact, *Suspension/Expulsion* issues made up 15% of all charter school issues (2nd most common PCS issue), while making up only 8% of all DCPS issues (5th most common DCPS issue). *Suspension/Expulsion* issues also took an average of 17 days to resolve in charter schools, compared to only 12 for DCPS.

Most common *Suspension/Expulsion* issues received:

1) Parent complaint about a proposed suspension

Over half of *Suspension/Expulsion* issues received by the Ombudsman were complaints brought by parents regarding proposed suspensions. Parents often said that proposed suspensions were too long, or unfairly administered to their child while not someone else. Based on the DCPS student discipline policy known as “Chapter 25” governing the suspension process during the 2008-2009 school year, all suspended students had the right to an appeal hearing. In most cases parents were aware of this right and were able to schedule a hearing. (On several occasions independent hearing officers reduced or denied the suspensions.) On occasion, parents were not aware of their student’s right to a hearing because they did not receive the required suspension paperwork from the school. Different parents from one middle DCPS school in particular claimed not to have received suspension paperwork, and multiple parents from the same school also stated their students had been sent home during the school day, a violation of DCPS policy in the absence of explicit parental approval.

As previously stated, *Suspension/Expulsion* issues made up a larger portion of charter school issues than DCPS issues. While each charter school each has its own discipline policy, the Public Charter School Board provides guidelines and supports for discipline policies, which are expected to include an appeal hearing process. The Ombudsman observed inconsistent application of hearing procedures in charter school appeal hearings. In some instances, charter schools brought in impartial hearing officers (similar to DCPS’s process) to hear from both the student and school before making an

independent recommendation. Other charter schools appeared to have much less defined appeal procedures.

New discipline policies at both the state level and the DCPS level were approved for the 2009-2010 school year. District officials expect the new policies to bring greater transparency to school discipline procedures and ensure greater uniformity around basic disciplinary criteria among schools.

2) Suspension of a student with special needs

The Ombudsman received a small number of concerns from parents of special needs who felt that a received suspension was due to the child's disability (such as students classified with Emotional Disturbance). If a student with special needs is suspended for more than 10 days, or if a suspension will cause the student's total number of days suspended to exceed 10 over the course of the year, federal laws require the school system to hold a Manifest Determination Team (MDT) meeting to determine whether the suspension is a result of the student's disability. In these instances, the Ombudsman assisted the parent in setting up an MDT meeting with the school if one had not already been scheduled.

Special Education

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Special Education	47	6.7%	18

Special Education issues were defined as issues in which there was a complaint, dispute, or inquiry involving a student's special needs. There were 47 *Special Education* issues received by the Ombudsman, accounting for 6.7% of all issues. *Special Education* issues were closed in an average of 18 days.

Data Trends:

1) **Decrease in frequency and percentage of *Special Education* issues compared to 2007-2008 school year**

In the 2007-2008 school year report, the Ombudsman reported receiving 49 *Special Education* issues, making up 11% of all issues received during its partial first year of operation. Despite being in operation the entire 2008-2009 school year, the Ombudsman received only 47 *Special Education* issues this school year, accounting for 6.7% of all issues received. *Special Education* was the only major student category that received fewer complaints in 2008-2009 than the previous school year.

2) **Charters have higher percentage of *Special Education* cases than DCPS (11% PCS to 6% DCPS)**

There were 33 DCPS *Special Education* issues compared to 12 for charter schools. However, as a percentage, *Special Education* issues represented only 6% of total DCPS issues, while representing 11% of total charter school issues.

3) **Higher percentage of elementary school issues, but high school issues took twice as long to resolve**

Approximately 45% of *Special Education* issues took place at the elementary school grade level, a larger percentage than most issues and nearly twice as many issues as at the high school level. However, while there were far fewer *Special Education* issues at the high school level, the high school issues took well over twice as long to resolve (31 days) compared to the elementary school issues (12 days) or the middle school issues (13 days).

Most common *Special Education* issues received:

1) **School not meeting student's physical/academic needs**

The most common *Special Education* issue to reach the Ombudsman involved complaints from parents that a school was not meeting their child's special needs. In most cases parents were requesting additional services or an alternative placement, either in another public school or in a non-public placement setting (a private school paid for by DCPS). Oftentimes parents' calls to the Ombudsman coincided with calls to a special education advocate.

In most of the *Special Education* issues in which parents complained about schools not meeting students' needs, schools were responsive in attempting to address the issue. Upon being made aware of the parents' concern, many schools scheduled meetings to re-evaluate a student's Individualized Education Plan (IEP), or, when necessary, held a meeting to discuss possible school placements for the student. In several cases, these meetings resulted in additional special education services for the student, such as tutoring services or additional instructional hours.

2) **Administrative issues (IEP process, records, etc.)**

The Ombudsman received a very small number of complaints related to the special education administrative process. Parents of two students (one DCPS school, one charter) contacted brought complaints because their child's IEP was out of date; IEP re-evaluation meetings were quickly scheduled in both instances. Accessing DCPS special education records has been a problem in the past, but was not a major concern brought to the Ombudsman in 2008-2009, perhaps in part due to DCPS's recent implementation of an electronic special education database to store student IEP's and other relevant information. The lone *Special Education* administrative complaint, which represented a breakdown in functioning, occurred when a charter school denied a special education student enrollment because the student's IEP from the previous charter school was out of date.

3) **Evaluation/Testing**

The Ombudsman received only four complaints in the 2008-2009 school year from parents with complaints regarding the special education testing and evaluation process. In each case, parents claimed schools had not acted on earlier requests for an evaluation for special education services. Two of the complaints came from charter school parents in response to being told their child would be retained. Upon contacting the schools, each appeared to be within the legal timeframe to perform evaluations and was in the process of scheduling evaluations.

4) **Transportation**

The Ombudsman received 10 complaints regarding special education transportation issues in the 2008-2009 school year, nine of which involved buses that were late or did not show up at all.¹⁰ The Office of Transportation, which does not report to either DCPS or charter schools, was able to resolve most route issues within 5 days, although it should be noted that each day a bus does not arrive is a day that child generally will not make it to school.

¹⁰ The Ombudsman received a number of transportation complaints during the opening of the 2009-2010 school year, with parents stating that buses failed to show up or were extremely late. This well-publicized problem was the result of a change in database systems by the Office of Transportation, an office separate from DCPS or charter schools. These issues, however, are not reflected in the 2008-2009 school year report.

Grade/Transcript

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Grade/Transcript	43	6.1%	17

Grade/Transcript issues were defined as issues in which there was a complaint, dispute, or inquiry involving a student's grade, grade level, transcript content, or transcript request. There were 43 *Grade/Transcript* issues received by the Ombudsman, accounting for 6.1% of all issues. *Grade/Transcript* issues were closed in an average of 17 days.

Data Trends:

1) Large majority of *Grade/Transcript* issues at high school level (70%)

Grade/Transcript issues were heavily concentrated at the high school level, comprising 70% of these cases. The percentage of *Grade/Transcript* issues at the high school level was higher than of any other major issue type. This is not altogether surprising, as transcript issues and requests are almost exclusively limited to the high school level.

2) Small number of charter school *Grade/Transcript* issues; resolved quickly (9 days to 18 days for DCPS)

There were only 6 *Grade/Transcript* issues involving charter schools in 2008-2009, compared to 31 involving DCPS. The charter school *Grade/Transcript* issues were also resolved quickly, in an average of 9 days, compared to 18 for DCPS.

Most common *Grade/Transcript* issues received:

1) Transcript Requests

Approximately two-thirds of *Grade/Transcript* issues received by the Ombudsman involved former students requesting copies of transcripts or copies of diplomas. In cases where the transcript or diploma simply needed to be located, these requests were handled swiftly and successfully, and the Ombudsman's primary role was one of facilitating the former student's request to the appropriate school or (more often) to the DCPS Closed School Record Office. In a small number of requests dealing with requested transcripts from closed schools, there were challenges in communication or locating of transcripts. These instances were rare. This issue was highlighted in the July 2009 Ombudsman report. A small number of transcript request issues stemmed from students' outstanding balances for student fees or textbooks.

2) Grade Disputes

The remainder of *Grade/Transcript* issues involved either disputes regarding the grade a child received in a class or an incorrect grade or course listing on the student's transcript. For these issues, the school generally facilitated an in-person or by phone meeting, and was able to reach a mutual resolution in most instances.

3) Concern over Banneker Academic High School grading scale

In a situation highlighted in the Ombudsman's May 2009 report, several families at Benjamin Banneker Academic High School raised concerns about the grading scale in place at the school, which is more stringent than the scale used by all other DCPS high schools. (Banneker is a DCPS specialty school, meaning that students must apply to attend. The more stringent grading scale has been in place since the school's founding.) A regulation passed in 2007 by the Board of Education

established a district-wide grading scale, and appears to put the Banneker scale at odds with the district-wide regulation. A group of Banneker alumni formed in opposition to any changes to the current grading scale, which they attributed for much of the school's success. DCPS officials committed to review of the policy and grading regulations in the summer.

Pay/Benefits (Personnel)

Issue Type	# of Issues	Percent of Total Issues	Average Days to Close
Pay/Benefits (Personnel)	43	6.1%	29

Pay/Benefits (Personnel) issues were defined as issues in which there was a complaint, dispute, or inquiry involving a school employee's pay or benefits. There were 43 *Pay/Benefits (Personnel)* issues received by the Ombudsman, accounting for 6.1% of all issues. *Pay/Benefits (Personnel)* issues were closed in an average of 29 days.

Data Trends:

1) Slowest issue resolution time to resolve of major issue types (29 days); 4 issues remain open

Pay/Benefits (Personnel) issues took an average of 29 days to resolve, by far the longest of any major issue types and well above the overall average of 17 days. This speaks to the multi-layered, bureaucratic nature of many *Pay/Benefit (Personnel)* issues, which generally involve multiple steps and agencies to resolve. Of the six overall open issues from the 2008-2009 school year, four are in the *Pay/Benefits (Personnel)* issue type. These issues have been open an average of 180 days, or roughly six full months.

2) Very low percentage of personnel issues at charter schools

Pay/Benefits (Personnel) issues received by the Ombudsman came almost exclusively from DCPS employees. Of the 43 total issues, 39 came from DCPS (91%), with only 2 issues apiece coming from charter school and UDC employees. This lack of charter school *Pay/Benefit (Personnel)* issues likely speaks to an efficient payment process at most charter schools because of smaller scales and a less complex, bureaucratic system.

3) Drop in *Pay/Benefits (Personnel)* issues received over the course of the school year

While *Pay/Benefits (Personnel)* were not resolved quickly, there was a noticeable decrease in the quantity of issues as the year progressed. Approximately 60% of the *Pay/Benefits (Personnel)* issues were brought to the Ombudsman between July and October, an average of 6 issues per month. From November through June, the Ombudsman received no more than 3 *Pay/Benefits (Personnel)* in any month. This potentially speaks to improvements in the processes of DCPS in providing compensation and benefits, particularly when partnered with the knowledge that DCPS implemented an improved system, *PeopleSoft*, to manage employee compensation.

Most common *Pay/Benefits (Personnel)* issues received:

1) Delays in employee compensation

Fifteen of *Pay/Benefits (Personnel)* issues came from employees (almost exclusively DCPS employees) who had not received compensation they were owed. These complaints came from substitute teachers who had not received a paycheck for days worked, recently departed employees requesting payment for their unused personal leave days, employees who had not received their retirement checks, an athletic coach who had not been paid for his coaching duties, and a small variety of other compensation problems.

In the great majority of these situations, DCPS was aware of and processing the expected compensation; however, the processing had either taken longer than expected or communicated, or the processing had hit some sort of a "snag," such as recertification paperwork not being sent to all appropriate offices, internal processing errors, or an excessive backlog of requests to be processed

resulting in a delay. Employees eventually received compensation in all situations where it appeared the employee was owed, but processing times appeared to need improvement, particularly in situations that had fallen off of the normal process.

2) Health benefits problems

The Ombudsman received six issues related to problems with employees' health benefits coverage. Several involved processing errors on the part of DCPS that left employees without health insurance for varying lengths of time. In one case, a DCPS teacher was informed the coverage she had signed up for over a year before had never been activated. This problem was supposedly rectified, only for the employee to be told months later by her insurance provider that her coverage was being dropped again because of the same DCPS processing error. The employee's coverage has since been reactivated, but because of the problems she has outstanding medical bills that have yet to be properly covered. DCPS continued to work with the insurance provider to rectify the issue.

The number of health benefit-related issues that reached the Ombudsman was small, but the issues were exceptionally problematic. Besides the obvious concern involving employees' vital need for active health insurance, the problems that involved employee health benefits also proved exceedingly difficult to resolve. Of the six issues, only two have been fully resolved, each taking roughly fifty days to work through. The other four issues remain open, representing four of the six issues from the 2008-2009 school year that have yet to be resolved.

3) Pay Parity

Several DCPS employees contacted the Ombudsman with a shared complaint regarding a disparity in the pay and benefits plans between DCPS workers (both school-based and central office staff). DCPS staff are paid on different salary schedules than other D.C. government employees, which appears to offer less compensation and levels of health benefits (including a lack of vision and dental coverage) for similar duties. These employees felt that was unfair. The complainants' concern was raised to DCPS leadership, who reviewed the concern, but did not believe an overall pay increase was financially feasible or required by the circumstance.

4) Inquiries/Unfounded Pay Issues

The remaining *Pay/Benefits (Personnel)* issues were made up of pay- or benefit-related inquiries (which did not manifest a complaint), or complaints which were determined to be unfounded. Unfounded complaints generally involved a dispute over an employee's pay grade or eligibility for a monetary award or program, and most were resolved fairly quickly. On a few occasions, however, these issues took a tremendous amount of work and time to resolve. When this was the case, it was due to poor communication between the employee and Office of Human Resources, and, on a few occasions, because of a lack of timely follow-up by Human Resources employees.

Recommendations

Based on the receipt, investigation, and analysis of concerns received during the 2008-2009 school year, the Ombudsman has provided several formal and informal recommendations to District public education officials.

In previous reports, the Ombudsman has made the following recommendations:

- DCPS, public charter schools, and OSSE (if necessary) should work together to establish an improved procedure and communication policy for students who transfer schools mid-year. (September 2008, January 2009)
- DCPS's completed revisions of the Chapter 25 discipline policy is a positive and much-needed refocus on the issue of student discipline. DCPS *Suspension/Expulsion* issues received by the Ombudsman in 2008-2009 generally demonstrated more adherence at the school level to the suspension process outlined in Chapter 25. DCPS should take care to train principals and teachers on the new discipline plan, particularly on methods of intervention prior to suspensions. A widely distributed, reader-friendly description of the suspension procedure and students' rights would also be a useful tool. Finally, DCPS should explore further use of effective conflict intervention techniques such as mediation, community conferencing, and restorative justice. (December 2008, March 2009)
- Parents and DCPS should determine a more effective method of enrollment to provide earlier accurate enrollment information. (November 2008)
- DCPS effectively used community feedback in the process of creating the 2009-2010 school calendar, particularly in response to the broad displeasure with the scheduled midweek days without school for students. DCPS should continue to improve community and parent engagement, particularly by making events, decisions, and feedback processes as transparent as possible. (April 2009)
- DCPS should create distributable information regarding the employee discipline policy, and explore other means of providing communication and cooperation to parents who bring complaints regarding employees, while abiding by all personnel laws. Providing this information will not appease parents who continue to insist upon specific consequences of employee information, but DCPS should attempt to exhaust all other levels of communicating due to the inherent conflict between employee privacy regulations and parents' legitimate desire for information. (April 2009)
- Regarding the complaints from a group of Banneker parents who claim that the grading scale used at the school violates the D.C. Municipal Regulations, DCPS should provide the Banneker community with a rendering on the legality of the grading system at Banneker, and establish some sort of forum for the school community to discuss the merits of the current grading system and other proposals. (May 2009)
- Local DCPS and charter schools should further develop and integrate knowledge systems so that all school staff is aware of the internal and external resources available for families. (June 2009)

Ombudsman Outreach and Other Activities

One of the primary mandates of the Ombudsman was to provide outreach to parents and residents to encourage communication regarding public education in the District. The Office of the Ombudsman executed this mandate primarily through face to face discussions and presentations at PTA, ANC, civic association, and other public meetings and panels during the 2008-2009 school year. Ombudsman staff presented and participated in over 70 such meetings in the 2008-2009 school year. Additionally, the Office of the Ombudsman worked to connect with local organizations that work with parents and community members, forging formal and informal partnerships with the Mayor's Service Liaison Office at DC Superior Court, Children's Law Center, Healthy Family Thriving Communities Collaborative Council (HFTCCC), and the ACLU National Capitol Area's Fair Discipline Project. The Ombudsman has also continued to make all monthly and yearly reports available online at its website at <http://ombudsman.dc.gov>.

Day of Dialogue

In September and October, the Office of the Ombudsman partnered with the DCPS Office of Youth Engagement to host "A Day of Dialogue" with students at three DCPS schools that were consolidated or restructured during the large reorganization of DCPS during the 2007-2008 school year. The events focused on providing an environment for students to explore feelings and assumptions associated with the school reorganizations, and to share with school officials what they believe are the essential components of a quality school environment.

Each school participating in the dialogues—Hart Middle School, Browne Educational Campus, and HD Woodson Senior High School—had a unique set of concerns. Dialogue planners worked closely with the school principals and staff to maximize the time with the students. The core question to students was, "What impact if any, either consolidation or restructuring, had on creating a quality school environment?" At Hart, many of the students' concerns centered on creating school spirit and providing activities that would bring them together. When asked about "community beefs," students said they wanted to put those conflicts behind them. School, according to the students, should be a "safe" or "no conflict zone." Students at Browne Educational Campus were more concerned about blending the elementary and middle schools to create a Pre-K through 8th grade environment. These students said it was important to them to serve as "role models" for the younger students, but also expressed the need for greater independence and activities focused specifically on their age group. The logistics of being in a new location created the greatest issue for students at HD Woodson. The school was relocated to a new facility. Students said they liked the new space, but said getting to school using public transportation is more difficult and financially burdensome. Adult leadership from administrators and teachers was a common concern expressed by students at both Hart and Woodson. Students said the responsibility for creating a quality school environment had as much to do with the "teachers and principals" as it did with them. Public school officials worked with school-based administrators to address student issues, feedback, and concerns brought from the dialogues.

Closure of the Ombudsman Office

As stated in the 'Message from the Ombudsman,' the last day of operation for the Office of the Ombudsman was on September 30, 2009. While the loss of the Ombudsman as a resource to parents, teachers, and students is disappointing, District residents still have a variety of avenues available to them to resolve concerns or register complaints.

Parents should always bring school-based complaints to a student's teacher or principal first. In most cases, the person best situated to address an academic, safety, special education, administrative, or other concern is the school leader or appointed designee. Parents should receive an answer from the school or allow a reasonable amount of time to do so prior to escalating the complaint. Should a parent fail to receive a response from the school, or feel the response is either inadequate or incorrect, parents and students can also bring concerns to the following agencies:

DCPS:

Office of Instructional Superintendant (see <http://dcps.dc.gov> for appropriate cluster information)
Office of the Chancellor: (202) 442-5885

Charter School:

Local school Board of Trustees (ask your school for contact information)
Public Charter School Board: (202) 328-2660

University of the District of Columbia:

Main Office: (202) 274-5000

Appendix A: Issue data

Registration/Enrollment/Transfer

Status	Frequency	Percent of	Ave Days
Closed	108	100.0%	11
Grand Total	108	100.0%	11

Issue Sector	Frequency	Percent	Ave Days
DCPS	91	84.3%	11
PCS	11	10.2%	13
UDC	5	4.6%	15
Other	1	0.9%	18
Grand Total	108	100.0%	11

Grade Level	Frequency	Percent	Ave Days
Pre-S/Pre-K	9	8.3%	5
Elementary (K-5)	16	14.8%	9
Middle (6-8)	14	13.0%	9
High (9-12)	59	54.6%	12
Post Secondary (>12)	6	5.6%	13
(blank)	4	3.7%	30
Grand Total	108	100.0%	11

Month Received	Frequency	Percent	Ave Days
July	3	2.8%	34
August	24	22.2%	13
September	28	25.9%	7
October	10	9.3%	21
November	4	3.7%	11
December	6	5.6%	5
January	7	6.5%	9
February	5	4.6%	8
March	5	4.6%	12
April	5	4.6%	7
May	2	1.9%	11
June	9	8.3%	13
Grand Total	108	100.0%	11

Closed within 15 days	Frequency	Percent	Ave Days
Yes	83	76.9%	6
No	25	23.1%	30
Grand Total	108	100.0%	11

Safety (Student)

Status	Frequency	Percent	Ave Days
Closed	100	99.0%	22
Open	1	1.0%	
Grand Total	101	100.0%	22

Issue Sector	Frequency	Percent	Ave Days
DCPS	86	85.1%	22
PCS	14	13.9%	24
UDC	1	1.0%	5
Grand Total	101	100.0%	22

Grade Level	Frequency	Percent	Ave Days
Pre-S/Pre-K	6	5.9%	24
Elementary (K-5)	33	32.7%	18
Middle (6-8)	13	12.9%	30
High (9-12)	43	42.6%	24
Post Secondary (>12)	1	1.0%	5
(blank)	5	5.0%	21
Grand Total	101	100.0%	22

Month Received	Frequency	Percent	Ave Days
July	1	1.0%	31
August	17	16.8%	30
September	11	10.9%	13
October	11	10.9%	24
November	6	5.9%	22
December	5	5.0%	22
January	5	5.0%	11
February	9	8.9%	30
March	7	6.9%	11
April	12	11.9%	37
May	11	10.9%	13
June	6	5.9%	13
Grand Total	101	100.0%	22

Closed within 15 days	Frequency	Percent	Ave Days
Yes	51	50.5%	7
No	50	49.5%	39
Grand Total	101	100.0%	22

Administrative (Student)

Status	Frequency	Percent	Ave Days
Closed	87	100.0%	14
Grand Total	87	100.0%	14

Issue Sector	Frequency	Percent	Ave Days
DCPS	56	64.4%	15
PCS	18	20.7%	15
UDC	9	10.3%	10
Other	4	4.6%	11
Grand Total	87	100.0%	14

Grade Level	Frequency	Percent	Ave Days
Pre-S/Pre-K	4	4.6%	11
Elementary (K-5)	26	29.9%	13
Middle (6-8)	7	8.0%	19
High (9-12)	29	33.3%	11
Post Secondary (>12)	8	9.2%	11
(blank)	13	14.9%	24
Grand Total	87	100.0%	14

Month Received	Frequency	Percent	Ave Days
July	8	9.2%	33
August	9	10.3%	12
September	12	13.8%	7
October	9	10.3%	22
November	4	4.6%	18
December	4	4.6%	1
January	3	3.4%	19
February	6	6.9%	12
March	7	8.0%	22
April	13	14.9%	10
May	8	9.2%	6
June	4	4.6%	5
Grand Total	87	100.0%	14

Closed within 15 days	Frequency	Percent	Ave Days
Yes	54	62.1%	5
No	33	37.9%	28
Grand Total	87	100.0%	14

Communication (Student)

Status	Frequency	Percent	Ave Days
Closed	68	100.0%	19
Grand Total	68	100.0%	19

Issue Sector	Frequency	Percent	Ave Days
DCPS	57	83.8%	21
PCS	11	16.2%	14
Grand Total	68	100.0%	19

Grade Level	Frequency	Percent	Ave Days
Pre-S/Pre-K	5	7.4%	9
Elementary (K-5)	33	48.5%	17
Middle (6-8)	6	8.8%	23
High (9-12)	18	26.5%	19
(blank)	6	8.8%	37
Grand Total	68	100.0%	19

Month Received	Frequency	Percent	Ave Days
July	3	4.4%	62
August	3	4.4%	10
September	8	11.8%	13
October	8	11.8%	38
November	8	11.8%	19
December	5	7.4%	11
January	1	1.5%	0
February	8	11.8%	14
March	10	14.7%	14
April	5	7.4%	7
May	6	8.8%	8
June	3	4.4%	49
Grand Total	68	100.0%	19

Closed within 15 days	Frequency	Percent	Ave Days
Yes	43	63.2%	5
No	25	36.8%	44
Grand Total	68	100.0%	19

Suspension/Expulsion

Status	Frequency	Percent	Ave Days
Closed	62	100.0%	14
Grand Total	62	100.0%	14

Issue Sector	Frequency	Percent	Ave Days
DCPS	45	72.6%	12
PCS	17	27.4%	17
Grand Total	62	100.0%	14

Grade Level	Frequency	Percent	Ave Days
Pre-S/Pre-K	1	1.6%	20
Elementary (K-5)	10	16.1%	8
Middle (6-8)	23	37.1%	16
High (9-12)	23	37.1%	9
(blank)	5	8.1%	32
Grand Total	62	100.0%	14

Month Received	Frequency	Percent	Ave Days
July	2	3.2%	30
August	1	1.6%	30
September	2	3.2%	7
October	5	8.1%	18
November	12	19.4%	14
December	8	12.9%	19
January	5	8.1%	13
February	4	6.5%	3
March	7	11.3%	15
April	6	9.7%	9
May	8	12.9%	12
June	2	3.2%	2
Grand Total	62	100.0%	14

Closed within 15 days	Frequency	Percent	Ave Days
Yes	42	67.7%	5
No	20	32.3%	32
Grand Total	62	100.0%	14

Special Education

Status	Frequency	Percent	Ave Days
Closed	47	100.0%	18
Grand Total	47	100.0%	18

Issue Sector	Frequency	Percent	Ave Days
DCPS	33	70.2%	18
PCS	12	25.5%	18
Other	2	4.3%	18
Grand Total	47	100.0%	18

Grade Level	Frequency	Percent	Ave Days
Pre-S/Pre-K	1	2.1%	37
Elementary (K-5)	21	44.7%	12
Middle (6-8)	5	10.6%	13
High (9-12)	11	23.4%	31
Post Secondary (>12)	1	2.1%	3
(blank)	8	17.0%	17
Grand Total	47	100.0%	18

Month Received	Frequency	Percent	Ave Days
July	2	4.3%	41
August	5	10.6%	18
September	8	17.0%	11
October	10	21.3%	27
December	4	8.5%	35
January	1	2.1%	29
March	5	10.6%	8
April	2	4.3%	4
May	8	17.0%	8
June	2	4.3%	19
Grand Total	47	100.0%	18

Closed within 15 days	Frequency	Percent	Ave Days
Yes	27	57.4%	5
No	20	42.6%	35
Grand Total	47	100.0%	18

Grade/Transcript

Status	Frequency	Percent	Ave Days
Closed	42	97.7%	17
Open	1	2.3%	
Grand Total	43	100.0%	17

Issue Sector	Frequency	Percent	Ave Days
DCPS	31	72.1%	18
PCS	6	14.0%	9
UDC	5	11.6%	23
Other	1	2.3%	1
Grand Total	43	100.0%	17

Grade Level	Frequency	Percent	Ave Days
Elementary (K-5)	1	2.3%	29
Middle (6-8)	2	4.7%	3
High (9-12)	30	69.8%	15
Post Secondary (>12)	3	7.0%	2
(blank)	7	16.3%	33
Grand Total	43	100.0%	17

Month Received	Frequency	Percent	Ave Days
July	6	14.0%	38
August	3	7.0%	9
September	6	14.0%	6
October	3	7.0%	7
November	6	14.0%	21
January	1	2.3%	1
February	3	7.0%	26
April	8	18.6%	17
May	4	9.3%	1
June	3	7.0%	18
Grand Total	43	100.0%	17

Closed within 15 days	Frequency	Percent	Ave Days
Yes	26	60.5%	5
No	17	39.5%	36
Grand Total	43	100.0%	17

Pay/Benefits (Personnel)

Status	Frequency	Percent	Ave Days
Closed	39	90.7%	29
Open	4	9.3%	
Grand Total	43	100.0%	29

Issue Sector	Frequency	Percent	Ave Days
DCPS	39	90.7%	25
PCS	2	4.7%	74
UDC	2	4.7%	51
Grand Total	43	100.0%	29

Grade Level	Frequency	Percent	Ave Days
Middle (6-8)	4	9.3%	22
High (9-12)	1	2.3%	12
Post Secondary (>12)	1	2.3%	23
(blank)	37	86.0%	30
Grand Total	43	100.0%	29

Month Received	Frequency	Percent	Ave Days
July	4	9.3%	62
August	4	9.3%	57
September	8	18.6%	15
October	9	20.9%	25
November	3	7.0%	56
December	3	7.0%	3
January	3	7.0%	7
March	1	2.3%	5
April	3	7.0%	42
May	3	7.0%	2
June	2	4.7%	12
Grand Total	43	100.0%	29

Closed within 15 days	Frequency	Percent	Ave Days
Yes	20	46.5%	4
No	23	53.5%	55
Grand Total	43	100.0%	29